

SEND POLICY



Beever Primary School A Whole School Policy for Special Educational Needs

Introduction

Beever Primary School has a named Special Educational Needs Coordinator (SENCo), Miss Toft, holding the 'The National Award for SEN Co-ordination.' A named Governor responsible for SEN is Mrs K Winkler. Both ensure that the Beever Primary School Special Educational Needs Policy works within the guidelines of the Code of Practice (2014), the Local Authority and other policies current within the school.

It is our belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for children for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014).

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and \ or Physical Needs

What are special educational needs?

A child or young person has special educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them. This is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting. Health care provision or social care provision which educates, trains or supports a child or young person is to be treated as special educational provision - **Code of Practice 2014.**

Beever Primary School is situated in an area recognised for high deprivation and we work very hard to provide our pupils with life-long learning experiences in order that they receive a broad and balanced curriculum whatever their need. All SEN children will receive additional support, as required, through small group or 1:1 activities as well as appropriate interventions which will boost their learning outcomes by increasing skill levels and confidence. Our school recognises that the needs of higher achieving children should also be catered for and recognised as a 'special educational need'. This SEN Policy details how all staff at Beever Primary School will do their best to ensure that the necessary provision is made for any child who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those children with special educational needs, allowing them to join in all school activities together with children who do not have special educational needs. We are a fully inclusive school.

Aims and Objectives

The aims of this policy are:

- to work within the guidance provided in the new SEND Code of Practice, 2014
- to raise the aspirations and expectations of all children with SEN
- to create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside children who do not have SEN
- to request, monitor and respond to parents\carers and children's views in order to evidence high levels of confidence and partnership
- to make clear the expectations of all partners in the process
- to ensure a high level of staff expertise to meet children's needs, through well targeted continuing professional development
- to ensure support for children with medical and \ or physical conditions receiving full inclusion in all school activities, seeking advice when necessary, from health and social care professionals
- to work in cooperation and productive partnerships with the Local Authority and other outside agencies and to ensure there is a multi-professional approach to meeting the needs of all our vulnerable children.

Equal Opportunities and Inclusion

Through all subjects we ensure that our school meets the needs of all children, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that at Beever Primary School we meet the diverse needs of our children ensuring that inclusion for all prepares and supports every child to take a full and active part in a multi-ethnic society.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information in different ways and at different rates
- need a range of different teaching approaches and experiences

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy
- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning, including physical and practical activities, helping them to manage and own their behaviour, allowing them to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in all aspects of learning

Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the whole school. The Governors, Headteacher, SENCo and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. **All teachers are teachers of children with special educational needs.**

The school will assess each child's current levels of attainment on entry to Beever Primary School in order to ensure that they build on the patterns of learning and experiences already established during the child's pre-school years or previous school. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting or previous school and the class teacher and the SENCo will use this information to:

- provide starting points for the development of an appropriate curriculum

- identify and focus attention on action to support the child within the class
- use the assessment processes to identify any learning difficulties
- ensure ongoing observations and assessments provide regular feedback about the child's achievements and experiences in order to formulate the basis for planning the next steps of the child's learning.

The identification and assessment of special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance to establish whether the problems are due to limitations in their understanding of English or actually arise from a particular special educational need. An assessment in 'Mother-Tongue' can help to determine this.

The Role of The SENCO

The Special Educational Needs Co-ordinator's responsibilities include:

- overseeing the day-to-day operation of the school's SEN Policy
- liaising with parents of children with SEN
- co-ordinating provision for children with SEN
- liaising with and advising fellow teachers
- overseeing the records of all children with SEN
- contributing to the in-service training of staff
- liaising with local secondary schools so that support is provided for Y6 pupils as they prepare to transfer
- liaising with external agencies including the LA, QEST, Educational Psychologist services, health and social services and voluntary bodies
- co-ordinating and developing school based strategies for the identification and review of children with SEN
- ensuring that appropriate strategies are employed throughout the school to meet all SEN requirements and that staff training is kept up to date

Monitoring Children's Progress

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCo to consider what else can be done. This review may suggest that the child will require help over and above that which is normally available within the particular class or subject area. The key indicator of this need is that current rates of progress are inadequate and therefore additional provision may be necessary.

Adequate and better progress can be identified as that which:

- decreases the attainment gap between the child and his peers
- betters the child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child's behaviour

In order to help children with special educational needs, Beever Primary School will adopt a graduated response if we feel that our interventions and additional support are still not having an impact on the individual child. When any concern is initially noticed, it is the responsibility of the class teacher to take steps to address the issue. Parents will be consulted and specific interventions put in place and monitored for a period of up to 6 weeks. If no progress is noted after this time, the child may be added to the school SEN register with parental permission. We may then involve specialist expertise from outside agencies. The school will record the steps taken to meet the needs of individual children through the use of review sheets and meeting notes and the SENCo will have responsibility for ensuring that these records are kept securely and are available when needed.

If we refer a child for an Education Health and Care Plan via Statutory Assessment, we will provide the LA with a record of all necessary documentation including minutes from an initial 'Person Centred Assessment Meeting.' The class teacher, with further discussions with the SENCo, will then provide additional interventions that are additional to those provided as part of the school's differentiated curriculum. The child will be given individual learning targets which can be applied within the classroom or within an intervention room. These targets will be monitored by the class teacher and teaching assistants and reviewed formally with the SENCo, parents and young person termly.

Reasons a child may be added to the SEN register:

- they make little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness
- they show signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas
- they present persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school
- they have sensory or physical problems, and continue to make little or no progress, despite the provision of specialist equipment
- they have communication and \ or interaction difficulties, and continue to make little or no progress

Partnership with Parents

Partnership plays a key role in enabling children and young people with SEN to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners and will play an active and valued role in their child's education. Children and young people with special educational needs often have a unique knowledge and understanding of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, and also to the review and transition processes. Our school website contains details of our Special Educational Needs Information Report, which explains the arrangements made for our SEN children.

We keep parents fully informed at all stages of the special needs process and we positively encourage them to make an active contribution to their child's education. We will hold termly meetings to share the progress of their child and will always inform them of any outside interventions. Parents will be involved in the process of decision-making and they will be provided with clear information relating to the education of their child. Parents always have access to the SENCo via the schools email address or by telephone.

The Nature of Intervention

The SENCo and the child's class teacher will decide on the action required to improve the progress of the child in the light of earlier assessments. This may include:

- different learning materials or specialist equipment
- some group or individual support, which may involve small groups of children or an individual child being withdrawn to work with a teaching assistant
- extra adult time to devise\administer the nature of the planned intervention and also to monitor its effectiveness
- staff development and training to introduce more effective strategies

Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. The class teacher and SENCo will be available to meet informally with parents as required and parents will also have specific appointments with the class teacher and SENCo on a termly basis. The SENCo will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

The use of Outside Agencies

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set. The external specialist may act in an advisory capacity, or provide additional specialist assessments. The child's individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded will continue to be the responsibility of the class teacher.

Outside agencies may become involved if the child:

- continues to make little or no progress in specific areas over a long period of time
- continues working at National Curriculum levels substantially below that expected of children of a similar age
- continues to have difficulty in developing literacy and mathematical skills
- has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group
- has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- despite having received intervention, the child continues to fall behind the level of his peers

School Request for Statutory Assessment or Education Health and Care Plans

A request will be made by the school to the LA if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- minutes and outcomes from Person Centred meetings \ reviews
- previous individual education plans and targets for the pupil
- records of regular reviews \ meetings and their outcomes
- records of the child's health and medical history where appropriate
- National Curriculum attainment levels in literacy and numeracy

- school based assessments as well as other assessments, for example from an advisory specialist support teacher or educational psychologist
- views of the parents

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with a Statement of Special Educational Needs or an Education Health and Care Plan will be reviewed each term including the statutory annual assessment review. When this coincides with a transfer to secondary school, the SENCo from the secondary school will be invited to the review or, if unable to attend, will be informed of the outcome.

Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of all learning activities. It is important that each child experiences good levels of understanding so that rates of progress bring feelings of success and achievement. Teachers use a range of strategies to meet children's special educational needs and lessons will have clear learning objectives and intended outcomes. Staff will differentiate work appropriately, incorporating different learning styles as well as using a small-steps approach. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children on the special educational needs register will have individual targets to work towards and the use of assessment will inform the next stage of learning. We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. However there are times when, to maximise learning, we ask them to work in small groups, or in a 1:1 situation outside the classroom in the intervention rooms.

Allocation of resources

The SENCo is responsible for the operational management of the specified and agreed resourcing for special educational needs provision within the school, including the provision for children with Education, Health and Care Plans. The Headteacher or Bursar will inform the Governing Body of how the funding allocated to support special educational needs has been deployed. The Headteacher, Bursar and SENCo meet as required to agree on how to use funds directly related to children with Education Health and Care Plans.

The Role of the Governing Body

The Governing Body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used efficiently and effectively. The Governing Body has decided that children with special educational needs will be admitted to Beever Primary School in line with the school's agreed Admissions Policy. The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings.

Monitoring and Evaluation

The SENCo monitors the progress of children on the SEN register at SEN review meetings with all relevant staff and parents. The SENCo can also access the ongoing individual records held for each child via the schools management system and will therefore have a good overview of individual children's progress and their future needs. The SENCo and Headteacher hold meetings to review the work of the schools SEN provision as does the SENCo and named Governor with responsibility for special educational needs.

Signed:

Date: September 2018

Policy Review Date: September 2019